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ABSTRACT

Many immigrant Latino families are settling in U.S. communities that previously had little Latino presence. Through case studies of such communities in Georgia, North Carolina, Maine, Colorado, Illinois, and Indiana, this book describes relations between host communities and newcomers, with particular focus on educational policy formation and implementation as communities and newcomers struggle to define themselves and to meet new educational needs. Following a foreword by Bradley A. U. Levinson, the 11 chapters are: "Education and Policy in the New Latino Diaspora" (Edmund T. Hamann, Stanton Wortham, Enrique G. Murillo, Jr.); "Reinventing 'Educacion' in New Latino Communities: Pedagogies of Change and Continuity in North Carolina" (Sofia Villenas); "Recent Language Minority Education Policy in Georgia: Appropriation, Assimilation, and Americanization" (Scott A. L. Beck, Martha Allexsaht-Snider); "Un Paso Adelante?: The Politics of Bilingual Education, Latino Student Accommodation, and School District Management in Southern Appalachia" (Edmund T. Hamann); "The New Paths of Mexican Immigrants in the United States: Challenges for Education and the Role of Mexican Universities" (Victor Zuniga, Ruben Hernandez-Leon, Janna L. Shadduck-Hernandez, Maria Olivia Villarreal); "Gender and School Success in the Latino Diaspora" (Stanton Wortham); "Fragmented Community, Fragmented Schools: The Implementation of Educational Policy for Latino Immigrants" (Elias Martinez); "Lowrider Art and Latino Students in the Rural Midwest" (Karen Grady); "Policy Design as Practice: Changing the Prospects of Hispanic Voices" (Michael Brunn); "How Does It Feel To Be a 'Problem'?: 'Disciplining' the Transnational Subject in the American South" (Enrique G. Murillo, Jr.); and "The New Latino Diaspora and

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Educational Policy" (Margaret A. Gibson). (Contains references and notes in each chapter, an index, and author profiles.) (SV)

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